

Linking
The Be Real Game
to Standards

Hawaii

Career and Life Skills Area

A project completed for the Hawaii Career Resource Network

2005

**For more information, contact:
Carolyn Weygan-Hildebrand
Hawaii Career Resource Network
Workforce Development Council
830 Punchbowl Street, #417
Honolulu, HI 96813
Phone 808-586-9167
Fax 808-586-8670
carolyn.w.hildebrand@hawaii.gov**

**Author:
Ethel S. Keeley
Keeley Consulting Inc.
7710 Greenbrier Circle
Port St. Lucie, FL 34986-3301
(772) 461-4164
ethelskeeley@earthlink.net**

The Be Real Game

Pre-Session: My Life/Work Survey

Summary: Students complete a Life/Work Survey that measures their baseline understanding of the world of work and career development.

Activities:

1. Complete the My Life/Work Survey.

Hawaii Career and Life Skills Standards

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 3:

THINKING AND REASONING: Use efficient learning techniques to acquire and apply new knowledge and skills.

Grade 9

Performance Indicator:

Applies criteria, such as scope, accuracy, authority, and most current information in selecting specialized reference materials or information.

The Be Real Game

Unit One: Brave New World of Work

Session One: The Beginning

Summary: Students are introduced to *The Be Real Game*, to a number of key definitions, and to an intergenerational activity that will allow them to explore career development with an adult who is influential in their lives. Students are assigned their Life/Work Roles.

Learning Objectives:

1. Students will be able to demonstrate their knowledge of the foundational concepts: job, occupation, career.
2. Students will be able to identify The High Five guiding principles.
3. Students will be able to link learning to their personal career building process using The High Five.
4. Students will be able to demonstrate their knowledge of the SCANS skills as they relate to transferable skills.

Activities:

1. Learn the foundation terms: job, occupation and career.
2. Receive a Role History.
3. Learn about SCANS.
4. Identify SCANS skills on the Role Histories.
5. Learn the High Five principles.
6. Receive the Message to Parents/Guardians.
7. Receive homework assignment of the Adult Life/Work Interview.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9

Performance Indicator:

Identifies and summarizes personal interests, abilities, and skills.

Grade 10

Performance Indicator:

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Benchmark 2:

SELF-AWARENESS: Evaluate potential career choices in relation to personal interests, strengths, and values.

Grade 9

Performance Indicator:

Researches possible career choices in relation to personal interests, strengths, and values.

Grade 10

Performance Indicator:

Demonstrates the ability to narrow career choices according to personal interests, strengths, and values.

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9

Performance Indicator:

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 1:

Analyze conditions in families, communities, and the global society that influence human growth and development.

Grade 9

Performance Indicator:

Describes how social change affects development of personal values.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

The Be Real Game

Unit One: Brave New World of Work

Session Two: Making a Neighborhood

Summary: Through teamwork and by consensus, students create neighborhoods that form a town that will serve as an interactive background for their life/work experiences in the future sessions.

Learning Objectives:

1. Students will be able to develop the capacity for building positive relationships.
2. Students will be able to link lifestyles and life stages to life/work building.
3. Students will be able to apply their decision-making skills.
4. Students will be able to practice teamwork.

Activities:

1. Form neighborhoods.
2. Name the neighborhoods.
3. Complete a Neighborhood Profile Template, and place it on the Neighborhood Chart.
4. Select a commissioner for each neighborhood.
5. Name the town, and create town signs
6. Visit the different neighborhoods.

Hawaii Career and Life Skills Standards

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 2:

THINKING AND REASONING: Analyze and evaluate various perspectives, interpretations, and theories for clarity, accuracy, logic, and significance.

Grade 9

Performance Indicator:

Takes responsibility for ideas communicated.

Demonstrates personal strategies for problem solving.

Grade 10

Performance Indicator:

Analyzes materials independently and applies knowledge learned to solve a problem.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9

Performance Indicator:

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10

Performance Indicator:

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 7:

MANAGING RESOURCES: Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task.

Grade 9

Performance Indicator:

Meets new situations with resourcefulness.

Participates in an assigned project and contributes to:
identifying objectives, scheduling of tasks and responsibilities, identification of resources needed,
allocation of resources, monitoring and assessing progress, and completion of evaluation

Grade 10

Performance Indicator:

Serves as a leader in a class project:
identifies objectives; schedules tasks and responsibilities; identifies resources needed; allocates resources; monitors and assesses progress; and completes evaluation.

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10**Performance Indicator:**

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9**Performance Indicator:**

Helps another student in completing a task or in learning a skill.

Grade 10**Performance Indicator:**

Assists a student with a process or skill utilizing his/her interest.

Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.

Benchmark 1:

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies.

Grade 9**Performance Indicator:**

Presents ideas responsibly and ethically.

Demonstrates the group process and norms governing participation.

Demonstrates the value of cooperation in the achievement of a goal for common good.

Grade 10**Performance Indicator:**

Plans for achieving a purpose, assessing progress, and revising actions when group communication and functioning breaks down.

The Be Real Game

Unit One: Brave New World of Work

Session Three: The Adult World of Work

Summary: Students explore and share stories of real life changes in the world of work. These stories are based on the findings/results of their interview with an adult who is influential in their lives. They also explore their fictional role histories by interviewing each other.

Learning Objectives:

1. Students will be able to identify how characteristics relate to achieving personal, social, educational, and life/work roles.
2. Students will be able to how societal and economic forces and trends influence the nature and structure of work.
3. Students will be able to identify how The High Five guiding principles play a role in everyone's life.
4. Students will be able to demonstrate the differences in life/work roles.

Activities:

1. Discuss the Adult Life/Work Interviews contents as they relate to The High Five guiding principles.
2. Complete the Role History Interview.
3. Discuss the Role History Interviews as they relate to The High Five guiding principles.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9

Performance Indicator:

Identifies and summarizes personal interests, abilities, and skills.

Grade 10

Performance Indicator:

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 3:

THINKING AND REASONING: Use efficient learning techniques to acquire and apply new knowledge and skills.

Grade 9

Performance Indicator:

Applies criteria, such as scope, accuracy, authority, and most current information in selecting specialized reference materials or information.

Grade 10

Performance Indicator:

Uses research techniques and a variety of resources to complete a report or a project with appropriate materials and information.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9

Performance Indicator:

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9**Performance Indicator:**

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10**Performance Indicator:**

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9**Performance Indicator:**

Develops criteria for self-assessment.

Grade 10**Performance Indicator:**

Evaluates progress and makes changes to meet goals.

Benchmark 7:

MANAGING RESOURCES: Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task.

Grade 9**Performance Indicator:**

Meets new situations with resourcefulness.

Participates in an assigned project and contributes to:
identifying objectives, scheduling of tasks and responsibilities, identification of resources needed,
allocation of resources, monitoring and assessing progress, and completion of evaluation

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9**Performance Indicator:**

Helps another student in completing a task or in learning a skill.

Grade 10**Performance Indicator:**

Assists a student with a process or skill utilizing his/her interest.

Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.

Benchmark 1:

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies.

Grade 9**Performance Indicator:**

Presents ideas responsibly and ethically.

Demonstrates the group process and norms governing participation.

Demonstrates the value of cooperation in the achievement of a goal for common good.

Grade 10

Performance Indicator:

Plans for achieving a purpose, assessing progress, and revising actions when group communication and functioning breaks down.

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY

DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 1:

Analyze conditions in families, communities, and the global society that influence human growth and development.

Grade 9

Performance Indicator:

Describes how social change affects development of personal values.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

Benchmark 2:

Analyze ways individuals cope with multiple, often conflicting, roles in society.

Grade 9

Performance Indicator:

Describes the relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates an understanding of environmental influences on one's behavior.

Benchmark 4:

Demonstrate knowledge of basic procedures for maintenance of safe and healthful personal and family lifestyle.

Grade 9

Performance Indicator:

Describes factors that determine lifestyles (e.g., socio-economic status, culture, values, occupational choices, work habits).

Grade 10

Performance Indicator:

Describes the potential effect of different career patterns on family relationships and lifestyles.

The Be Real Game

Unit One: Brave New World of Work
Session Four: Preparing for Work
Summary: Students practice résumé writing skills.
Learning Objectives: <ol style="list-style-type: none">1. Students will be able to identify life/work information.2. Students will be able to acquire résumé and portfolio development skills.3. Students will be able to correctly identify transferable SCANS skills that apply to individual Role Histories.
Activities: <ol style="list-style-type: none">1. Complete the Résumé Worksheets.2. Transfer SCANS skills from the Role History to the Résumé Worksheet.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 3:

CAREER PREPARATION: Select and complete activities and sequences of courses that develop essential skills and knowledge for a selected career area.

Grade 9

Performance Indicator:

Demonstrates skills and behaviors necessary for a successful job interview.

Demonstrates skills in preparing a résumé and completing job applications.

Benchmark 4:

CAREER PREPARATION: Demonstrate the skills needed to prepare for, seek, obtain, maintain, advance in, and change jobs.

Grade 9**Performance Indicator:**

Demonstrate skills to locate, interpret, and use information about occupational opportunities.

Demonstrates skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).

Grade 10**Performance Indicator:**

Practices habits of mind as they relate to life and work, e.g., creating, imagining, innovating, taking responsible risks, remaining open to continuous learning.

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9**Performance Indicator:**

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10**Performance Indicator:**

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9**Performance Indicator:**

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10

Performance Indicator:

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9

Performance Indicator:

Develops criteria for self-assessment.

Grade 10

Performance Indicator:

Evaluates progress and makes changes to meet goals.

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9

Performance Indicator:

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10

Performance Indicator:

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9

Performance Indicator:

Helps another student in completing a task or in learning a skill.

Grade 10

Performance Indicator:

Assists a student with a process or skill utilizing his/her interest.

The Be Real Game

Unit One: Brave New World of Work

Session Five: The World at Work

Summary: Students, using their Role Histories and Resume Worksheets, seek and find work based on their educational achievements and work experiences.

Learning Objectives:

1. Students will be able to demonstrate how academic and work skills, knowledge, and attitudes help achieve personal career-building goals.
2. Students will be able to explore a variety of work alternatives.
3. Students will be able to demonstrate the employability skills, knowledge, and attitudes that are necessary to assess work opportunities and to obtain and maintain work.
4. Students will be able to experience locating and effectively using life/work information.

Activities:

1. Complete the Job Application Forms.
2. Choose the Classified Ad that fits their qualifications.
3. Interview for the job listed in the Classified Ad.
4. Receive Job Profile.
5. Write new job titles on the Neighborhood Profile Template.
6. Visit with the other neighborhoods to learn about other jobs.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9

Performance Indicator:

Identifies and summarizes personal interests, abilities, and skills.

Grade 10

Performance Indicator:

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Benchmark 2:

SELF-AWARENESS: Evaluate potential career choices in relation to personal interests, strengths, and values.

Grade 9

Performance Indicator:

Researches possible career choices in relation to personal interests, strengths, and values.

Grade 10

Performance Indicator:

Demonstrates the ability to narrow career choices according to personal interests, strengths, and values.

Benchmark 3:

CAREER PREPARATION: Select and complete activities and sequences of courses that develop essential skills and knowledge for a selected career area.

Grade 9

Performance Indicator:

Demonstrates skills and behaviors necessary for a successful job interview.

Demonstrates skills in preparing a résumé and completing job applications.

Benchmark 4:

CAREER PREPARATION: Demonstrate the skills needed to prepare for, seek, obtain, maintain, advance in, and change jobs.

Grade 9

Performance Indicator:

Demonstrate skills to locate, interpret, and use information about occupational opportunities.

Demonstrates skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).

Grade 10

Performance Indicator:

Practices habits of mind as they relate to life and work, e.g., creating, imagining, innovating, taking responsible risks, remaining open to continuous learning.

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 1:

THINKING AND REASONING: Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.

Grade 9

Performance Indicator:

Identifies changes to own thinking resulting from reading or receiving new information.

Lists steps to solve a problem.

Grade 10

Performance Indicator:

Presents ideas responsibly and ethically.

Reflects on and identifies changes to own thinking as a result of reading, new information, or experiences.

Benchmark 3:

THINKING AND REASONING: Use efficient learning techniques to acquire and apply new knowledge and skills.

Grade 9

Performance Indicator:

Applies criteria, such as scope, accuracy, authority, and most current information in selecting specialized reference materials or information.

Grade 10

Performance Indicator:

Uses research techniques and a variety of resources to complete a report or a project with appropriate materials and information.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9

Performance Indicator:

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9

Performance Indicator:

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10

Performance Indicator:

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9

Performance Indicator:

Develops criteria for self-assessment.

Grade 10

Performance Indicator:

Evaluates progress and makes changes to meet goals.

Benchmark 7:

MANAGING RESOURCES: Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task.

Grade 9**Performance Indicator:**

Meets new situations with resourcefulness.

Participates in an assigned project and contributes to:
identifying objectives, scheduling of tasks and responsibilities, identification of resources needed,
allocation of resources, monitoring and assessing progress, and completion of evaluation

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9**Performance Indicator:**

Helps another student in completing a task or in learning a skill.

Grade 10**Performance Indicator:**

Assists a student with a process or skill utilizing his/her interest.

Benchmark 13:

NATURE AND OPERATION OF SYSTEMS: Utilize systems analysis to understand how something works or improve something.

Grade 9**Performance Indicator:**

Demonstrates an understanding that complex systems have layers of controls.

(Note: Complex systems that are part of the student's current program of study or career interest area should be suggested.)

Grade 10**Performance Indicator:**

Reviews and discusses system operations.

Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.

Benchmark 1:

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies.

Grade 9**Performance Indicator:**

Presents ideas responsibly and ethically.

Demonstrates the group process and norms governing participation.

Demonstrates the value of cooperation in the achievement of a goal for common good.

Grade 10**Performance Indicator:**

Plans for achieving a purpose, assessing progress, and revising actions when group communication and functioning breaks down.

The Be Real Game

Unit One: Brave New World of Work

Session Six: The Bottom Line

Summary: In their work roles, students explore the relationship between income and lifestyle, choices and necessities, as determined by their monthly income. Using decision-making skills, they balance their budgets and explore the effect lifestyle choices have on their budgets.

Learning Objectives:

1. Students will be able to apply math skills to a real-life situation.
2. Students will be able to utilize the concepts of a budget.
3. Students will be able to prioritize their values in relation to their income.
4. Students will be able to explore the interrelated nature of occupation and income.
5. Students will be able to explain why parents/guardians cannot always afford to give their children everything they want.
6. Students will be able to apply decision-making skills.

Activities:

1. Choose Lifestyle Cost items such as housing, transportation, and other possessions.
2. Complete a Monthly Budget that is balanced.
3. Cut out three visual representations of the selected Lifestyles Cost items, and tape them onto the Neighborhood Profile Template.
4. Visit other neighborhoods to review other students' choices.

Hawaii Career and Life Skills Standards

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person's ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 1:

THINKING AND REASONING: Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.

Grade 9**Performance Indicator:**

Identifies changes to own thinking resulting from reading or receiving new information.

Lists steps to solve a problem.

Grade 10**Performance Indicator:**

Presents ideas responsibly and ethically.

Reflects on and identifies changes to own thinking as a result of reading, new information, or experiences.

Benchmark 2:

THINKING AND REASONING: Analyze and evaluate various perspectives, interpretations, and theories for clarity, accuracy, logic, and significance.

Grade 9**Performance Indicator:**

Takes responsibility for ideas communicated.

Demonstrates personal strategies for problem solving.

Grade 10**Performance Indicator:**

Analyzes materials independently and applies knowledge learned to solve a problem.

Benchmark 3:

THINKING AND REASONING: Use efficient learning techniques to acquire and apply new knowledge and skills.

Grade 9**Performance Indicator:**

Applies criteria, such as scope, accuracy, authority, and most current information in selecting specialized reference materials or information.

Grade 10**Performance Indicator:**

Uses research techniques and a variety of resources to complete a report or a project with appropriate materials and information.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9**Performance Indicator:**

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10**Performance Indicator:**

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9**Performance Indicator:**

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10**Performance Indicator:**

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9**Performance Indicator:**

Develops criteria for self-assessment.

Grade 10**Performance Indicator:**

Evaluates progress and makes changes to meet goals.

Benchmark 7:

MANAGING RESOURCES: Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task.

Grade 9**Performance Indicator:**

Meets new situations with resourcefulness.

Participates in an assigned project and contributes to:
identifying objectives, scheduling of tasks and responsibilities, identification of resources needed,
allocation of resources, monitoring and assessing progress, and completion of evaluation

Grade 10**Performance Indicator:**

Serves as a leader in a class project:
identifies objectives; schedules tasks and responsibilities; identifies resources needed; allocates resources; monitors and assesses progress; and completes evaluation.

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9

Performance Indicator:

Helps another student in completing a task or in learning a skill.

Grade 10

Performance Indicator:

Assists a student with a process or skill utilizing his/her interest.

Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.

Benchmark 1:

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies.

Grade 9

Performance Indicator:

Presents ideas responsibly and ethically.

Demonstrates the group process and norms governing participation.

Demonstrates the value of cooperation in the achievement of a goal for common good.

Grade 10

Performance Indicator:

Plans for achieving a purpose, assessing progress, and revising actions when group communication and functioning breaks down.

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 1:

Analyze conditions in families, communities, and the global society that influence human growth and development.

Grade 9

Performance Indicator:

Describes how social change affects development of personal values.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

Benchmark 2:

Analyze ways individuals cope with multiple, often conflicting, roles in society.

Grade 9

Performance Indicator:

Describes the relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates an understanding of environmental influences on one's behavior.

Benchmark 3:

Evaluate the impact of parenting roles and responsibilities in strengthening the well-being of individuals and families.

Grade 9

Performance Indicator:

Describes how developmental changes affect physical and mental health.

Develops individual/family money management plan.

Grade 10

Performance Indicator:

Describes the effect of emotional and physical health on career decisions.

Discusses responsibilities for commitment to relationships including parenthood.

Benchmark 4:

Demonstrate knowledge of basic procedures for maintenance of safe and healthful personal and family lifestyle.

Grade 9

Performance Indicator:

Describes factors that determine lifestyles (e.g., socio-economic status, culture, values, occupational choices, work habits).

Grade 10

Performance Indicator:

Describes the potential effect of different career patterns on family relationships and lifestyles.

Benchmark 5:

Analyze the roles and responsibilities of communities in strengthening the well-being of individuals and families.

Grade 9**Performance Indicator:**

No appropriate grade level indicator.

Grade 10**Performance Indicator:**

Identifies agencies or institutions in the community that provide information or support to families.

The Be Real Game

Unit One: Brave New World of Work

Session Seven: Out of the Blue

Summary: Students in their roles and communities deal with typical real-life situations that challenge their decision-making skills and cause them to further explore their role characters.

Learning Objectives:

1. Students will be able to apply decision-making skills.
2. Students will be able to practice teamwork.
3. Students will be able to identify a variety of responses to different situations.
4. Students will be able to demonstrate their understanding of how work and family are part of the journey of life.

Activities:

1. Receive individual Situation Cards.
2. Identify possible scenarios to deal with the situations presented.
3. Report on the scenarios decided upon, and discuss the best possible solution.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 2:

SELF-AWARENESS: Evaluate potential career choices in relation to personal interests, strengths, and values.

Grade 9

Performance Indicator:

Researches possible career choices in relation to personal interests, strengths, and values.

Grade 10

Performance Indicator:

Demonstrates the ability to narrow career choices according to personal interests, strengths, and values.

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 1:

THINKING AND REASONING: Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.

Grade 9

Performance Indicator:

Identifies changes to own thinking resulting from reading or receiving new information.

Lists steps to solve a problem.

Grade 10

Performance Indicator:

Presents ideas responsibly and ethically.

Reflects on and identifies changes to own thinking as a result of reading, new information, or experiences.

Benchmark 2:

THINKING AND REASONING: Analyze and evaluate various perspectives, interpretations, and theories for clarity, accuracy, logic, and significance.

Grade 9

Performance Indicator:

Takes responsibility for ideas communicated.

Demonstrates personal strategies for problem solving.

Grade 10

Performance Indicator:

Analyzes materials independently and applies knowledge learned to solve a problem.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9**Performance Indicator:**

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10**Performance Indicator:**

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9**Performance Indicator:**

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10**Performance Indicator:**

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9**Performance Indicator:**

Develops criteria for self-assessment.

Grade 10

Performance Indicator:

Evaluates progress and makes changes to meet goals.

Benchmark 7:

MANAGING RESOURCES: Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task.

Grade 9

Performance Indicator:

Meets new situations with resourcefulness.

Participates in an assigned project and contributes to:
identifying objectives, scheduling of tasks and responsibilities, identification of resources needed,
allocation of resources, monitoring and assessing progress, and completion of evaluation

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9

Performance Indicator:

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9

Performance Indicator:

Helps another student in completing a task or in learning a skill.

Grade 10

Performance Indicator:

Assists a student with a process or skill utilizing his/her interest.

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY

DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 1:

Analyze conditions in families, communities, and the global society that influence human growth and development.

Grade 9

Performance Indicator:

Describes how social change affects development of personal values.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

Benchmark 2:

Analyze ways individuals cope with multiple, often conflicting, roles in society.

Grade 9

Performance Indicator:

Describes the relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates an understanding of environmental influences on one's behavior.

Benchmark 3:

Evaluate the impact of parenting roles and responsibilities in strengthening the well-being of individuals and families.

Grade 9

Performance Indicator:

Describes how developmental changes affect physical and mental health.

Develops individual/family money management plan.

Grade 10

Performance Indicator:

Describes the effect of emotional and physical health on career decisions.

Discusses responsibilities for commitment to relationships including parenthood.

Benchmark 4:

Demonstrate knowledge of basic procedures for maintenance of safe and healthful personal and family lifestyle.

Grade 9

Performance Indicator:

Describes factors that determine lifestyles (e.g., socio-economic status, culture, values, occupational choices, work habits).

Grade 10

Performance Indicator:

Describes the potential effect of different career patterns on family relationships and lifestyles.

The Be Real Game

Unit One: Brave New World of Work

Session Eight: Helping Hands

Summary: Students step out of the confines of their job titles and descriptions to pool their skills, talents, and resources to manage and deal with an emergency in a neighboring community.

Learning Objectives:

1. Students will be able to demonstrate their knowledge of helping in emergency situations.
2. Students will be able to identify a variety of responses to challenging events.
3. Students will be able to identify how skills and work experiences can be applied to different situations.
4. Students will be able to utilize their skills to create a cohesive community response to an emergency.

Activities:

1. Identify number of hours and skills that can be volunteered to assist with the emergency.
2. Complete the Emergency Alert handout, and present the plan to the rest of the neighborhoods.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9

Performance Indicator:

Identifies and summarizes personal interests, abilities, and skills.

Grade 10

Performance Indicator:

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 1:

THINKING AND REASONING: Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.

Grade 9

Performance Indicator:

Identifies changes to own thinking resulting from reading or receiving new information.

Lists steps to solve a problem.

Grade 10

Performance Indicator:

Presents ideas responsibly and ethically.

Reflects on and identifies changes to own thinking as a result of reading, new information, or experiences.

Benchmark 2:

THINKING AND REASONING: Analyze and evaluate various perspectives, interpretations, and theories for clarity, accuracy, logic, and significance.

Grade 9

Performance Indicator:

Takes responsibility for ideas communicated.

Demonstrates personal strategies for problem solving.

Grade 10

Performance Indicator:

Analyzes materials independently and applies knowledge learned to solve a problem.

Benchmark 3:

THINKING AND REASONING: Use efficient learning techniques to acquire and apply new knowledge and skills.

Grade 9**Performance Indicator:**

Applies criteria, such as scope, accuracy, authority, and most current information in selecting specialized reference materials or information.

Grade 10**Performance Indicator:**

Uses research techniques and a variety of resources to complete a report or a project with appropriate materials and information.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9**Performance Indicator:**

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10**Performance Indicator:**

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9**Performance Indicator:**

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10**Performance Indicator:**

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9**Performance Indicator:**

Develops criteria for self-assessment.

Grade 10**Performance Indicator:**

Evaluates progress and makes changes to meet goals.

Benchmark 7:

MANAGING RESOURCES: Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task.

Grade 9**Performance Indicator:**

Meets new situations with resourcefulness.

Participates in an assigned project and contributes to:
identifying objectives, scheduling of tasks and responsibilities, identification of resources needed,
allocation of resources, monitoring and assessing progress, and completion of evaluation

Grade 10**Performance Indicator:**

Serves as a leader in a class project:
identifies objectives; schedules tasks and responsibilities; identifies resources needed; allocates resources; monitors and assesses progress; and completes evaluation.

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9**Performance Indicator:**

Helps another student in completing a task or in learning a skill.

Grade 10**Performance Indicator:**

Assists a student with a process or skill utilizing his/her interest.

Benchmark 13:

NATURE AND OPERATION OF SYSTEMS: Utilize systems analysis to understand how something works or improve something.

Grade 9**Performance Indicator:**

Demonstrates an understanding that complex systems have layers of controls.

(Note: Complex systems that are part of the student's current program of study or career interest area should be suggested.)

Grade 10**Performance Indicator:**

Reviews and discusses system operations.

Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.

Benchmark 1:

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies.

Grade 9**Performance Indicator:**

Presents ideas responsibly and ethically.

Demonstrates the group process and norms governing participation.

Demonstrates the value of cooperation in the achievement of a goal for common good.

Grade 10**Performance Indicator:**

Plans for achieving a purpose, assessing progress, and revising actions when group communication and functioning breaks down.

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY

DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 1:

Analyze conditions in families, communities, and the global society that influence human growth and development.

Grade 9**Performance Indicator:**

Describes how social change affects development of personal values.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Benchmark 2:

Analyze ways individuals cope with multiple, often conflicting, roles in society.

Grade 9**Performance Indicator:**

Describes the relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates an understanding of environmental influences on one's behavior.

Benchmark 5:

Analyze the roles and responsibilities of communities in strengthening the well-being of individuals and families.

Grade 9

Performance Indicator:

No appropriate grade level indicator.

Grade 10

Performance Indicator:

Identifies agencies or institutions in the community that provide information or support to families.

The Be Real Game

Unit One: Brave New World of Work

Session Nine: The Spin Game

Summary: Students review the vocabulary and concepts used in Unit One by playing the Spin Game.

Learning Objectives:

1. Students will be able to use terminology and apply fundamental concepts related to the world of work and the career-building process.
2. Students will be able to use new vocabulary relating to the world of work.
3. Students will be able to recognize the links between their school subjects and the world of work.

Activities:

1. Play the Spin Game.
2. Compile scores for each individual and for each neighborhood.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9

Performance Indicator:

Identifies and summarizes personal interests, abilities, and skills.

Grade 10

Performance Indicator:

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Benchmark 2:

SELF-AWARENESS: Evaluate potential career choices in relation to personal interests, strengths, and values.

Grade 9**Performance Indicator:**

Researches possible career choices in relation to personal interests, strengths, and values.

Grade 10**Performance Indicator:**

Demonstrates the ability to narrow career choices according to personal interests, strengths, and values.

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 1:

THINKING AND REASONING: Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.

Grade 9**Performance Indicator:**

Identifies changes to own thinking resulting from reading or receiving new information.

Lists steps to solve a problem.

Grade 10**Performance Indicator:**

Presents ideas responsibly and ethically.

Reflects on and identifies changes to own thinking as a result of reading, new information, or experiences.

Benchmark 2:

THINKING AND REASONING: Analyze and evaluate various perspectives, interpretations, and theories for clarity, accuracy, logic, and significance.

Grade 9**Performance Indicator:**

Takes responsibility for ideas communicated.

Demonstrates personal strategies for problem solving.

Grade 10

Performance Indicator:

Analyzes materials independently and applies knowledge learned to solve a problem.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9

Performance Indicator:

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9

Performance Indicator:

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10

Performance Indicator:

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9**Performance Indicator:**

Develops criteria for self-assessment.

Grade 10**Performance Indicator:**

Evaluates progress and makes changes to meet goals.

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9**Performance Indicator:**

Helps another student in completing a task or in learning a skill.

Grade 10**Performance Indicator:**

Assists a student with a process or skill utilizing his/her interest.

Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.

Benchmark 1:

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies.

Grade 9

Performance Indicator:

Presents ideas responsibly and ethically.

Demonstrates the group process and norms governing participation.

Demonstrates the value of cooperation in the achievement of a goal for common good.

Grade 10

Performance Indicator:

Plans for achieving a purpose, assessing progress, and revising actions when group communication and functioning breaks down.

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 1:

Analyze conditions in families, communities, and the global society that influence human growth and development.

Grade 9

Performance Indicator:

Describes how social change affects development of personal values.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

Benchmark 2:

Analyze ways individuals cope with multiple, often conflicting, roles in society.

Grade 9

Performance Indicator:

Describes the relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates an understanding of environmental influences on one's behavior.

Benchmark 4:

Demonstrate knowledge of basic procedures for maintenance of safe and healthful personal and family lifestyle.

Grade 9

Performance Indicator:

Describes factors that determine lifestyles (e.g., socio-economic status, culture, values, occupational choices, work habits).

Grade 10

Performance Indicator:

Describes the potential effect of different career patterns on family relationships and lifestyles.

Benchmark 5:

Analyze the roles and responsibilities of communities in strengthening the well-being of individuals and families.

Grade 9

Performance Indicator:

No appropriate grade level indicator.

Grade 10

Performance Indicator:

Identifies agencies or institutions in the community that provide information or support to families.

The Be Real Game

Unit Two: Agents of Change

Session One: Change is Constant

Summary: Students experience the consequences of job loss and job change caused by a myriad of factors including downsizing, restructuring, environmental factors, technological change, and personal initiative.

Learning Objectives:

1. Students will be able to explore the ways societal and economic forces influence the nature and structure of work.
2. Students will be able to demonstrate how change in supply and demand for workers impacts life and work roles.
3. Students will be able to engage in life/work decision making.
4. Students will be able to link lifestyles and life stages to career decisions.
5. Students will be able to identify job change factors, such as downsizing, restructuring, environmental factors, technological changes, and personal initiative.
6. Students will be able to demonstrate their knowledge of the guiding principle “Change is Constant.”

Activities:

1. Receive a Job Change Notice.
2. Discuss reason for job changes.
3. Review Job Change Strategies.
4. Complete Job Transition Plans.
5. Update Résumés.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9**Performance Indicator:**

Identifies and summarizes personal interests, abilities, and skills.

Grade 10**Performance Indicator:**

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Benchmark 2:

SELF-AWARENESS: Evaluate potential career choices in relation to personal interests, strengths, and values.

Grade 9**Performance Indicator:**

Researches possible career choices in relation to personal interests, strengths, and values.

Grade 10**Performance Indicator:**

Demonstrates the ability to narrow career choices according to personal interests, strengths, and values.

Benchmark 4:

CAREER PREPARATION: Demonstrate the skills needed to prepare for, seek, obtain, maintain, advance in, and change jobs.

Grade 9**Performance Indicator:**

Demonstrate skills to locate, interpret, and use information about occupational opportunities.

Demonstrates skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).

Grade 10**Performance Indicator:**

Practices habits of mind as they relate to life and work, e.g., creating, imagining, innovating, taking responsible risks, remaining open to continuous learning.

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 1:

THINKING AND REASONING: Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.

Grade 9**Performance Indicator:**

Identifies changes to own thinking resulting from reading or receiving new information.

Lists steps to solve a problem.

Grade 10**Performance Indicator:**

Presents ideas responsibly and ethically.

Reflects on and identifies changes to own thinking as a result of reading, new information, or experiences.

Benchmark 2:

THINKING AND REASONING: Analyze and evaluate various perspectives, interpretations, and theories for clarity, accuracy, logic, and significance.

Grade 9**Performance Indicator:**

Takes responsibility for ideas communicated.

Demonstrates personal strategies for problem solving.

Grade 10**Performance Indicator:**

Analyzes materials independently and applies knowledge learned to solve a problem.

Benchmark 3:

THINKING AND REASONING: Use efficient learning techniques to acquire and apply new knowledge and skills.

Grade 9**Performance Indicator:**

Applies criteria, such as scope, accuracy, authority, and most current information in selecting specialized reference materials or information.

Grade 10**Performance Indicator:**

Uses research techniques and a variety of resources to complete a report or a project with appropriate materials and information.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9**Performance Indicator:**

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10**Performance Indicator:**

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9**Performance Indicator:**

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10**Performance Indicator:**

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9**Performance Indicator:**

Develops criteria for self-assessment.

Grade 10**Performance Indicator:**

Evaluates progress and makes changes to meet goals.

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9**Performance Indicator:**

Helps another student in completing a task or in learning a skill.

Grade 10**Performance Indicator:**

Assists a student with a process or skill utilizing his/her interest.

Benchmark 12:

NATURE AND OPERATION OF SYSTEMS: Examine how systems are usually linked to other systems, both internally and externally, and can contain as well as operate as sub-systems.

Grade 9

Performance Indicator:

Describes a set of systems that are linked and work together in a career area of interest.

Benchmark 13:

NATURE AND OPERATION OF SYSTEMS: Utilize systems analysis to understand how something works or improve something.

Grade 9

Performance Indicator:

Demonstrates an understanding that complex systems have layers of controls.

(Note: Complex systems that are part of the student's current program of study or career interest area should be suggested.)

Grade 10

Performance Indicator:

Reviews and discusses system operations.

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY

DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 1:

Analyze conditions in families, communities, and the global society that influence human growth and development.

Grade 9

Performance Indicator:

Describes how social change affects development of personal values.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

Benchmark 2:

Analyze ways individuals cope with multiple, often conflicting, roles in society.

Grade 9

Performance Indicator:

Describes the relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates an understanding of environmental influences on one's behavior.

Benchmark 3:

Evaluate the impact of parenting roles and responsibilities in strengthening the well-being of individuals and families.

Grade 9

Performance Indicator:

Describes how developmental changes affect physical and mental health.

Develops individual/family money management plan.

Grade 10

Performance Indicator:

Describes the effect of emotional and physical health on career decisions.

Discusses responsibilities for commitment to relationships including parenthood.

Benchmark 4:

Demonstrate knowledge of basic procedures for maintenance of safe and healthful personal and family lifestyle.

Grade 9

Performance Indicator:

Describes factors that determine lifestyles (e.g., socio-economic status, culture, values, occupational choices, work habits).

Grade 10

Performance Indicator:

Describes the potential effect of different career patterns on family relationships and lifestyles.

Benchmark 5:

Analyze the roles and responsibilities of communities in strengthening the well-being of individuals and families.

Grade 9

Performance Indicator:

No appropriate grade level indicator.

Grade 10

Performance Indicator:

Identifies agencies or institutions in the community that provide information or support to families.

The Be Real Game

Unit Two: Agents of Change
Session Two: Focus on the Journey
Summary: Students, using the education, skills, and work experience outlined in their Résumé Worksheets, seek and find new work.
Learning Objectives: <ol style="list-style-type: none">1. Students will be able to demonstrate how academic and work skills, knowledge, and attitudes help achieve personal career-building goals.2. Students will be able to demonstrate how transferable skills can apply to a variety of work roles and changing work environments.3. Students will be able to demonstrate and update the skills, knowledge, and attitudes involved in locating, interpreting, and using information about work and learning opportunities.4. Students will be able to explore and begin to practice managing their own career building.5. Students will be able to learn and practice the skills involved in seeking, obtaining/creating, and maintaining work roles.6. Students will be able to link learning to their career-building process.7. Students will be able to practice responding to change and growth.8. Students will be able to demonstrate their knowledge of the guiding principle “Focus on the Journey.”
Activities: <ol style="list-style-type: none">1. Complete the Job Application Forms.2. Choose the Classified Ad that fits their qualifications.3. Interview for the job listed in the Classified Ad.4. Receive Job Profile.5. Write new job titles on the Neighborhood Profile Template.6. Visit with the other neighborhoods to learn about other jobs.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9

Performance Indicator:

Identifies and summarizes personal interests, abilities, and skills.

Grade 10

Performance Indicator:

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Benchmark 2:

SELF-AWARENESS: Evaluate potential career choices in relation to personal interests, strengths, and values.

Grade 9

Performance Indicator:

Researches possible career choices in relation to personal interests, strengths, and values.

Grade 10

Performance Indicator:

Demonstrates the ability to narrow career choices according to personal interests, strengths, and values.

Benchmark 3:

CAREER PREPARATION: Select and complete activities and sequences of courses that develop essential skills and knowledge for a selected career area.

Grade 9

Performance Indicator:

Demonstrates skills and behaviors necessary for a successful job interview.

Demonstrates skills in preparing a résumé and completing job applications.

Benchmark 4:

CAREER PREPARATION: Demonstrate the skills needed to prepare for, seek, obtain, maintain, advance in, and change jobs.

Grade 9**Performance Indicator:**

Demonstrate skills to locate, interpret, and use information about occupational opportunities.

Demonstrates skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).

Grade 10**Performance Indicator:**

Practices habits of mind as they relate to life and work, e.g., creating, imagining, innovating, taking responsible risks, remaining open to continuous learning.

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 1:

THINKING AND REASONING: Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.

Grade 9**Performance Indicator:**

Identifies changes to own thinking resulting from reading or receiving new information.

Lists steps to solve a problem.

Grade 10**Performance Indicator:**

Presents ideas responsibly and ethically.

Reflects on and identifies changes to own thinking as a result of reading, new information, or experiences.

Benchmark 3:

THINKING AND REASONING: Use efficient learning techniques to acquire and apply new knowledge and skills.

Grade 9**Performance Indicator:**

Applies criteria, such as scope, accuracy, authority, and most current information in selecting specialized reference materials or information.

Grade 10**Performance Indicator:**

Uses research techniques and a variety of resources to complete a report or a project with appropriate materials and information.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9**Performance Indicator:**

Describes and appreciates personal interests, abilities, and skills.
Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10**Performance Indicator:**

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9**Performance Indicator:**

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10**Performance Indicator:**

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9**Performance Indicator:**

Develops criteria for self-assessment.

Grade 10**Performance Indicator:**

Evaluates progress and makes changes to meet goals.

Benchmark 7:

MANAGING RESOURCES: Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task.

Grade 9**Performance Indicator:**

Meets new situations with resourcefulness.

Participates in an assigned project and contributes to:
identifying objectives, scheduling of tasks and responsibilities, identification of resources needed,
allocation of resources, monitoring and assessing progress, and completion of evaluation

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9**Performance Indicator:**

Helps another student in completing a task or in learning a skill.

Grade 10**Performance Indicator:**

Assists a student with a process or skill utilizing his/her interest.

Benchmark 13:

NATURE AND OPERATION OF SYSTEMS: Utilize systems analysis to understand how something works or improve something.

Grade 9**Performance Indicator:**

Demonstrates an understanding that complex systems have layers of controls.

(Note: Complex systems that are part of the student's current program of study or career interest area should be suggested.)

Grade 10**Performance Indicator:**

Reviews and discusses system operations.

Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.

Benchmark 1:

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies.

Grade 9**Performance Indicator:**

Presents ideas responsibly and ethically.

Demonstrates the group process and norms governing participation.

Demonstrates the value of cooperation in the achievement of a goal for common good.

Grade 10**Performance Indicator:**

Plans for achieving a purpose, assessing progress, and revising actions when group communication and functioning breaks down.

The Be Real Game

Unit Two: Agents of Change

Session Three: The Spin Game

Summary: Students review the vocabulary and concepts used in Unit Two by playing the Spin Game.

Learning Objectives:

1. Students will be able to use terminology and apply fundamental concepts related to the world of work and the career-building process.
2. Students will be able to use new vocabulary relating to the world of work.
3. Students will be able to recognize the links between their school subjects and the world of work.

Activities:

1. Play the Spin Game.
2. Compile scores for each individual and for each neighborhood.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9

Performance Indicator:

Identifies and summarizes personal interests, abilities, and skills.

Grade 10

Performance Indicator:

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Benchmark 2:

SELF-AWARENESS: Evaluate potential career choices in relation to personal interests, strengths, and values.

Grade 9**Performance Indicator:**

Researches possible career choices in relation to personal interests, strengths, and values.

Grade 10**Performance Indicator:**

Demonstrates the ability to narrow career choices according to personal interests, strengths, and values.

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 1:

THINKING AND REASONING: Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.

Grade 9**Performance Indicator:**

Identifies changes to own thinking resulting from reading or receiving new information.

Lists steps to solve a problem.

Grade 10**Performance Indicator:**

Presents ideas responsibly and ethically.

Reflects on and identifies changes to own thinking as a result of reading, new information, or experiences.

Benchmark 2:

THINKING AND REASONING: Analyze and evaluate various perspectives, interpretations, and theories for clarity, accuracy, logic, and significance.

Grade 9**Performance Indicator:**

Takes responsibility for ideas communicated.

Demonstrates personal strategies for problem solving.

Grade 10

Performance Indicator:

Analyzes materials independently and applies knowledge learned to solve a problem.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9

Performance Indicator:

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9

Performance Indicator:

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10

Performance Indicator:

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9

Performance Indicator:

Develops criteria for self-assessment.

Grade 10

Performance Indicator:

Evaluates progress and makes changes to meet goals.

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9

Performance Indicator:

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9

Performance Indicator:

Helps another student in completing a task or in learning a skill.

Grade 10

Performance Indicator:

Assists a student with a process or skill utilizing his/her interest.

Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.

Benchmark 1:

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies.

Grade 9**Performance Indicator:**

Presents ideas responsibly and ethically.

Demonstrates the group process and norms governing participation.

Demonstrates the value of cooperation in the achievement of a goal for common good.

Grade 10**Performance Indicator:**

Plans for achieving a purpose, assessing progress, and revising actions when group communication and functioning breaks down.

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY

DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 1:

Analyze conditions in families, communities, and the global society that influence human growth and development.

Grade 9**Performance Indicator:**

Describes how social change affects development of personal values.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Benchmark 2:

Analyze ways individuals cope with multiple, often conflicting, roles in society.

Grade 9**Performance Indicator:**

Describes the relationship between personal behavior and self-concept.

Grade 10**Performance Indicator:**

Demonstrates an understanding of environmental influences on one's behavior.

Benchmark 4:

Demonstrate knowledge of basic procedures for maintenance of safe and healthful personal and family lifestyle.

Grade 9**Performance Indicator:**

Describes factors that determine lifestyles (e.g., socio-economic status, culture, values, occupational choices, work habits).

Grade 10**Performance Indicator:**

Describes the potential effect of different career patterns on family relationships and lifestyles.

Benchmark 5:

Analyze the roles and responsibilities of communities in strengthening the well-being of individuals and families.

Grade 9**Performance Indicator:**

No appropriate grade level indicator.

Grade 10**Performance Indicator:**

Identifies agencies or institutions in the community that provide information or support to families.

The Be Real Game

Unit Three: Exploring the Future

Session One: Looking Back, Looking Ahead

Summary: Students reflect on what they liked and didn't like about their fictional work environments and roles. As well, students reflect on what their ideal work environment would be.

Learning Objectives:

1. Students will be able to explore the relationship between personality and satisfaction in a work role.
2. Students will be able to analyze the pros and cons of all occupations.
3. Students will be able to demonstrate their understanding of the guiding principle "Follow Your Heart."
4. Students will be able to demonstrate the ability to engage in life/work decision making.

Activities:

1. Complete the Work Preferences handout for the first job, the second job, and the ideal job.
2. Discuss the likes and dislikes as a class.
3. List five of the ideal work aspects on the Personal Exploration Worksheets.
4. Discuss possible jobs that might contain their ideal work aspects.
5. Discuss the High Five guiding principle "Follow Your Heart" and how it relates to work aspects of an occupation.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9

Performance Indicator:

Identifies and summarizes personal interests, abilities, and skills.

Grade 10

Performance Indicator:

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Benchmark 2:

SELF-AWARENESS: Evaluate potential career choices in relation to personal interests, strengths, and values.

Grade 9

Performance Indicator:

Researches possible career choices in relation to personal interests, strengths, and values.

Grade 10

Performance Indicator:

Demonstrates the ability to narrow career choices according to personal interests, strengths, and values.

Benchmark 6:

CAREER/LIFE PLANNING: Keep and develop a career portfolio.

Grade 9

Performance Indicator:

Develops a career portfolio. (Check 12th grade criteria.)

Grade 10

Performance Indicator:

Reviews and improves career portfolio. (Check 12th grade criteria.)

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 2:

THINKING AND REASONING: Analyze and evaluate various perspectives, interpretations, and theories for clarity, accuracy, logic, and significance.

Grade 9

Performance Indicator:

Takes responsibility for ideas communicated.

Demonstrates personal strategies for problem solving.

Grade 10

Performance Indicator:

Analyzes materials independently and applies knowledge learned to solve a problem.

Benchmark 3:

THINKING AND REASONING: Use efficient learning techniques to acquire and apply new knowledge and skills.

Grade 9

Performance Indicator:

Applies criteria, such as scope, accuracy, authority, and most current information in selecting specialized reference materials or information.

Grade 10

Performance Indicator:

Uses research techniques and a variety of resources to complete a report or a project with appropriate materials and information.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9

Performance Indicator:

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9**Performance Indicator:**

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10**Performance Indicator:**

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9**Performance Indicator:**

Develops criteria for self-assessment.

Grade 10**Performance Indicator:**

Evaluates progress and makes changes to meet goals.

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9

Performance Indicator:

Helps another student in completing a task or in learning a skill.

Grade 10

Performance Indicator:

Assists a student with a process or skill utilizing his/her interest.

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY

DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 1:

Analyze conditions in families, communities, and the global society that influence human growth and development.

Grade 9

Performance Indicator:

Describes how social change affects development of personal values.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

Benchmark 2:

Analyze ways individuals cope with multiple, often conflicting, roles in society.

Grade 9

Performance Indicator:

Describes the relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates an understanding of environmental influences on one's behavior.

Benchmark 4:

Demonstrate knowledge of basic procedures for maintenance of safe and healthful personal and family lifestyle.

Grade 9

Performance Indicator:

Describes factors that determine lifestyles (e.g., socio-economic status, culture, values, occupational choices, work habits).

Grade 10**Performance Indicator:**

Describes the potential effect of different career patterns on family relationships and lifestyles.

The Be Real Game

Unit Three: Exploring the Future

Session Two: Who Am I Really?

Summary: Students are introduced to an array of career exploration tools/exercises that are intended to give them an insight into their interests, skills, and learning styles.

Learning Objectives:

1. Students will be able to understand personal interest, skills, and learning styles.
2. Students will be able to demonstrate how transferable skills, knowledge, and attitudes can apply to a variety of work roles and changing work environments.
3. Students will be able to practice locating, interpreting, evaluating, and using life/work and career-building information.
4. Students will be able to demonstrate their understanding of work styles: hands-on activities, working with people, and working with information and data.
5. Students will be able to demonstrate their understanding of employability skills.
6. Students will be able to demonstrate their understanding of learning styles.

Activities:

1. Review The High Five guiding principles.
2. Complete the Interest Inventory Worksheet, and list the strongest area of interest and the secondary area of interest on the Personal Exploration Worksheets.
3. Complete the SCANS Skills Checklist, and list the top three strongest and the three areas that need work on the Personal Exploration Worksheets.
4. Complete the Learning Styles handout, and list the personal learning styles in order of strength on the Personal Exploration Worksheets.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9

Performance Indicator:

Identifies and summarizes personal interests, abilities, and skills.

Grade 10

Performance Indicator:

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Benchmark 2:

SELF-AWARENESS: Evaluate potential career choices in relation to personal interests, strengths, and values.

Grade 9

Performance Indicator:

Researches possible career choices in relation to personal interests, strengths, and values.

Grade 10

Performance Indicator:

Demonstrates the ability to narrow career choices according to personal interests, strengths, and values.

Benchmark 6:

CAREER/LIFE PLANNING: Keep and develop a career portfolio.

Grade 9

Performance Indicator:

Develops a career portfolio. (Check 12th grade criteria.)

Grade 10

Performance Indicator:

Reviews and improves career portfolio. (Check 12th grade criteria.)

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 1:

THINKING AND REASONING: Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.

Grade 9**Performance Indicator:**

Identifies changes to own thinking resulting from reading or receiving new information.

Lists steps to solve a problem.

Grade 10**Performance Indicator:**

Presents ideas responsibly and ethically.

Reflects on and identifies changes to own thinking as a result of reading, new information, or experiences.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9**Performance Indicator:**

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10**Performance Indicator:**

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9**Performance Indicator:**

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10**Performance Indicator:**

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9**Performance Indicator:**

Develops criteria for self-assessment.

Grade 10**Performance Indicator:**

Evaluates progress and makes changes to meet goals.

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9**Performance Indicator:**

Helps another student in completing a task or in learning a skill.

Grade 10

Performance Indicator:

Assists a student with a process or skill utilizing his/her interest.

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY

DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 2:

Analyze ways individuals cope with multiple, often conflicting, roles in society.

Grade 9

Performance Indicator:

Describes the relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates an understanding of environmental influences on one's behavior.

The Be Real Game

Unit Three: Exploring the Future
Session Three: My Preferred Self
Summary: Students, using the information, knowledge, and experience gained from the simulated society they created in previous sessions and their personal exploration exercises, now apply what they have learned to create their Student Action Plans.
Learning Objectives: <ol style="list-style-type: none">1. Students will be able to develop a range of scenarios for a mid-range future consistent with a preferred future.2. Students will be able to link learning to the career-building process.3. Students will be able to develop a tentative individual education and life/work plan, updating information from earlier plans and including tentative decisions to be implemented after high school.4. Students will be able to engage in career decision making.5. Students will be able to engage in and manage their career-building process.6. Students will be able to demonstrate their knowledge of the guiding principle “Learning is Ongoing.”7. Students will be able to demonstrate their understanding of the guiding principle “Access Your Allies.”
Activities: <ol style="list-style-type: none">1. Discuss short-term education plans and goals for the high school years.2. Identify three types of work that would link to the personal work preferences, interests, skills, and learning styles.3. Discuss volunteering, mentors, school subjects, career exploration tools, hobbies, part-time work, school-to-work programs, school activities, and other factors that lead toward occupations.4. Complete the Student Action Plan on the Personal Exploration Worksheets.

Hawaii Career and Life Skills Standards

Standard 1: TECHNOLOGICAL LITERACY—Students develop the knowledge, skills, and attitudes to design, modify, use, and apply technology; become technological problem-solvers; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.

Benchmark 2:

USE OF TECHNOLOGY: Demonstrate the ability to select, operate, maintain, troubleshoot, and dispose of technological devices in the context of a career (e.g., use the tools of accounting in a real or simulated business environment).

Grade 9

Performance Indicator:

Selects a technological device prevalent in a career or occupation of choice.

Grade 10

Performance Indicator:

Compares different technological devices used in a career or occupation of choice.

Demonstrates the use of a technological device in the career/occupation.

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9

Performance Indicator:

Identifies and summarizes personal interests, abilities, and skills.

Grade 10

Performance Indicator:

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Benchmark 2:

SELF-AWARENESS: Evaluate potential career choices in relation to personal interests, strengths, and values.

Grade 9**Performance Indicator:**

Researches possible career choices in relation to personal interests, strengths, and values.

Grade 10**Performance Indicator:**

Demonstrates the ability to narrow career choices according to personal interests, strengths, and values.

Benchmark 3:

CAREER PREPARATION: Select and complete activities and sequences of courses that develop essential skills and knowledge for a selected career area.

Grade 9**Performance Indicator:**

Demonstrates skills and behaviors necessary for a successful job interview.

Demonstrates skills in preparing a résumé and completing job applications.

Grade 10**Performance Indicator:**

Reviews and modifies his/her educational plan as needed annually (course selection and related activities).

Benchmark 4:

CAREER PREPARATION: Demonstrate the skills needed to prepare for, seek, obtain, maintain, advance in, and change jobs.

Grade 9**Performance Indicator:**

Demonstrate skills to locate, interpret, and use information about occupational opportunities.

Demonstrates skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).

Grade 10**Performance Indicator:**

Practices habits of mind as they relate to life and work, e.g., creating, imagining, innovating, taking responsible risks, remaining open to continuous learning.

Benchmark 5:

CAREER/LIFE PLANNING: Write, evaluate, and revise a career plan consistent with occupational interests, aptitudes, and abilities.

Grade 9**Performance Indicator:**

Writes a career plan consistent with his/her occupational interests, aptitudes, and abilities.

Grade 10**Performance Indicator:**

Develops individual career plan, updating earlier plans and including tentative decisions to be implemented after high school.

Benchmark 6:

CAREER/LIFE PLANNING: Keep and develop a career portfolio.

Grade 9**Performance Indicator:**

Develops a career portfolio. (Check 12th grade criteria.)

Grade 10**Performance Indicator:**

Reviews and improves career portfolio. (Check 12th grade criteria.)

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 1:

THINKING AND REASONING: Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.

Grade 9**Performance Indicator:**

Identifies changes to own thinking resulting from reading or receiving new information.

Lists steps to solve a problem.

Grade 10**Performance Indicator:**

Presents ideas responsibly and ethically.

Reflects on and identifies changes to own thinking as a result of reading, new information, or experiences.

Benchmark 2:

THINKING AND REASONING: Analyze and evaluate various perspectives, interpretations, and theories for clarity, accuracy, logic, and significance.

Grade 9**Performance Indicator:**

Takes responsibility for ideas communicated.

Demonstrates personal strategies for problem solving.

Grade 10**Performance Indicator:**

Analyzes materials independently and applies knowledge learned to solve a problem.

Benchmark 3:

THINKING AND REASONING: Use efficient learning techniques to acquire and apply new knowledge and skills.

Grade 9**Performance Indicator:**

Applies criteria, such as scope, accuracy, authority, and most current information in selecting specialized reference materials or information.

Grade 10**Performance Indicator:**

Uses research techniques and a variety of resources to complete a report or a project with appropriate materials and information.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9**Performance Indicator:**

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10**Performance Indicator:**

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9

Performance Indicator:

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10

Performance Indicator:

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9

Performance Indicator:

Develops criteria for self-assessment.

Grade 10

Performance Indicator:

Evaluates progress and makes changes to meet goals.

Benchmark 7:

MANAGING RESOURCES: Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task.

Grade 9

Performance Indicator:

Meets new situations with resourcefulness.

Participates in an assigned project and contributes to:
identifying objectives, scheduling of tasks and responsibilities, identification of resources needed,
allocation of resources, monitoring and assessing progress, and completion of evaluation

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9**Performance Indicator:**

Helps another student in completing a task or in learning a skill.

Grade 10**Performance Indicator:**

Assists a student with a process or skill utilizing his/her interest.

Benchmark 10:

MANAGING INFORMATION: Use computers and a variety of other resources to acquire and evaluate, organize and maintain, interpret and communicate information.

Grade 9**Performance Indicator:**

Selects a topic for study and uses computer technology to gather information and report findings.

Grade 10**Performance Indicator:**

Demonstrates inquiry skills by applying them in data gathering from the Internet.

Benchmark 11:

MANAGING INFORMATION: Communicate thoughts, ideas, information, and messages in writing; create documents, such as letters, directions, manuals, reports, graphs, technical drawings, and flowcharts.

Grade 9**Performance Indicator:**

Demonstrates competence in the use of application software.

Grade 10**Performance Indicator:**

Uses technology to gather information and to display and disseminate reports on the information gathered.

Benchmark 12:

NATURE AND OPERATION OF SYSTEMS: Examine how systems are usually linked to other systems, both internally and externally, and can contain as well as operate as sub-systems.

Grade 9**Performance Indicator:**

Describes a set of systems that are linked and work together in a career area of interest.

(Note: Any of the career pathways or occupational areas therein may be selected.)

Grade 10**Performance Indicator:**

Describes the embedded technology, within larger technological, social, and environmental systems.

Benchmark 13:

NATURE AND OPERATION OF SYSTEMS: Utilize systems analysis to understand how something works or improve something.

Grade 9**Performance Indicator:**

Demonstrates an understanding that complex systems have layers of controls.

(Note: Complex systems that are part of the student's current program of study or career interest area should be suggested.)

Grade 10**Performance Indicator:**

Reviews and discusses system operations.

Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.

Benchmark 1:

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies.

Grade 9

Performance Indicator:

Presents ideas responsibly and ethically.

Demonstrates the group process and norms governing participation.

Demonstrates the value of cooperation in the achievement of a goal for common good.

Grade 10

Performance Indicator:

Plans for achieving a purpose, assessing progress, and revising actions when group communication and functioning breaks down.

Benchmark 4:

STRUCTURE OF ORGANIZATIONS: Analyze, evaluate, and address organizational outgrowths, such as ethical issues, labor issues, regulatory issues, safety issues, and environmental issues.

Grade 9

Performance Indicator:

No appropriate grade level indicator.

Grade 10

Performance Indicator:

No appropriate grade level indicator

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY

DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 1:

Analyze conditions in families, communities, and the global society that influence human growth and development.

Grade 9

Performance Indicator:

Describes how social change affects development of personal values.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

Benchmark 2:

Analyze ways individuals cope with multiple, often conflicting, roles in society.

Grade 9

Performance Indicator:

Describes the relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates an understanding of environmental influences on one's behavior.

Benchmark 4:

Demonstrate knowledge of basic procedures for maintenance of safe and healthful personal and family lifestyle.

Grade 9

Performance Indicator:

Describes factors that determine lifestyles (e.g., socio-economic status, culture, values, occupational choices, work habits).

Grade 10

Performance Indicator:

Describes the potential effect of different career patterns on family relationships and lifestyles.

Benchmark 5:

Analyze the roles and responsibilities of communities in strengthening the well-being of individuals and families.

Grade 9

Performance Indicator:

No appropriate grade level indicator.

Grade 10

Performance Indicator:

Identifies agencies or institutions in the community that provide information or support to families.

The Be Real Game

Unit Three: Exploring the Future

Session Four: My Employment Kit

Summary: Students review and discuss the components of the My Employment Kit insert in the Student Kit and discover how they can use the kit to achieve part-time or summer jobs.

Learning Objectives:

1. Students will be able to engage in and manage their career building process.
2. Students will be able to develop their personal information for seeking employment.
3. Students will be able to demonstrate their understanding of the guiding principle “Access Your Allies.”

Activities:

1. Read and review the contents of the My Employment Kit.
2. Discuss networking and the guiding principle “Access Your Allies.”
3. Complete the Personal Data Sheet.
4. Write a personal résumé.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 4:

CAREER PREPARATION: Demonstrate the skills needed to prepare for, seek, obtain, maintain, advance in, and change jobs.

Grade 9

Performance Indicator:

Demonstrate skills to locate, interpret, and use information about occupational opportunities.

Demonstrates skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).

Grade 10

Performance Indicator:

Practices habits of mind as they relate to life and work, e.g., creating, imagining, innovating, taking responsible risks, remaining open to continuous learning.

Benchmark 6:

CAREER/LIFE PLANNING: Keep and develop a career portfolio.

Grade 9

Performance Indicator:

Develops a career portfolio. (Check 12th grade criteria.)

Grade 10

Performance Indicator:

Reviews and improves career portfolio. (Check 12th grade criteria.)

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 2:

THINKING AND REASONING: Analyze and evaluate various perspectives, interpretations, and theories for clarity, accuracy, logic, and significance.

Grade 9

Performance Indicator:

Takes responsibility for ideas communicated.

Demonstrates personal strategies for problem solving.

Grade 10

Performance Indicator:

Analyzes materials independently and applies knowledge learned to solve a problem.

Benchmark 3:

THINKING AND REASONING: Use efficient learning techniques to acquire and apply new knowledge and skills.

Grade 9

Performance Indicator:

Applies criteria, such as scope, accuracy, authority, and most current information in selecting specialized reference materials or information.

Grade 10**Performance Indicator:**

Uses research techniques and a variety of resources to complete a report or a project with appropriate materials and information.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9**Performance Indicator:**

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10**Performance Indicator:**

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9**Performance Indicator:**

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10**Performance Indicator:**

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9

Performance Indicator:

Develops criteria for self-assessment.

Grade 10

Performance Indicator:

Evaluates progress and makes changes to meet goals.

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9

Performance Indicator:

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9

Performance Indicator:

Helps another student in completing a task or in learning a skill.

Grade 10

Performance Indicator:

Assists a student with a process or skill utilizing his/her interest.

The Be Real Game

Unit Three: Exploring the Future

Session Five: The Spin Game

Summary: Students review the vocabulary and concepts used in Unit Three by playing the Spin Game. Students complete the My Life/Work Survey and discuss the answers.

Learning Objectives:

1. Students will be able to use terminology and apply fundamental concepts related to the world of work and the career-building process.
2. Students will be able to use new vocabulary relating to the world of work.
3. Students will be able to recognize the links between their school subjects and the world of work.
4. Students will be able to demonstrate their knowledge of the foundational concepts: job, occupation, and career.
5. Students will be able to link learning to the personal career-building process using The High Five guiding principles.

Activities:

1. Play the Spin Game.
2. Compile scores for each individual and for each group.
3. Total the scores from all three rounds of the Spin Game.
4. Receive awards for the highest individual score and the highest neighborhood score.
5. Complete the My Life/Work Survey.
6. Discuss the correct answers for the questions on the My Life/Work Survey.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9

Performance Indicator:

Identifies and summarizes personal interests, abilities, and skills.

Grade 10

Performance Indicator:

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Benchmark 2:

SELF-AWARENESS: Evaluate potential career choices in relation to personal interests, strengths, and values.

Grade 9

Performance Indicator:

Researches possible career choices in relation to personal interests, strengths, and values.

Grade 10

Performance Indicator:

Demonstrates the ability to narrow career choices according to personal interests, strengths, and values.

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 1:

THINKING AND REASONING: Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.

Grade 9

Performance Indicator:

Identifies changes to own thinking resulting from reading or receiving new information.

Lists steps to solve a problem.

Grade 10

Performance Indicator:

Presents ideas responsibly and ethically.

Reflects on and identifies changes to own thinking as a result of reading, new information, or experiences.

Benchmark 2:

THINKING AND REASONING: Analyze and evaluate various perspectives, interpretations, and theories for clarity, accuracy, logic, and significance.

Grade 9**Performance Indicator:**

Takes responsibility for ideas communicated.

Demonstrates personal strategies for problem solving.

Grade 10**Performance Indicator:**

Analyzes materials independently and applies knowledge learned to solve a problem.

Benchmark 3:

THINKING AND REASONING: Use efficient learning techniques to acquire and apply new knowledge and skills.

Grade 9**Performance Indicator:**

Applies criteria, such as scope, accuracy, authority, and most current information in selecting specialized reference materials or information.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9**Performance Indicator:**

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10**Performance Indicator:**

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9**Performance Indicator:**

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10**Performance Indicator:**

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9**Performance Indicator:**

Develops criteria for self-assessment.

Grade 10**Performance Indicator:**

Evaluates progress and makes changes to meet goals.

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9

Performance Indicator:

Helps another student in completing a task or in learning a skill.

Grade 10

Performance Indicator:

Assists a student with a process or skill utilizing his/her interest.

Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.

Benchmark 1:

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies.

Grade 9

Performance Indicator:

Presents ideas responsibly and ethically.

Demonstrates the group process and norms governing participation.

Demonstrates the value of cooperation in the achievement of a goal for common good.

Grade 10

Performance Indicator:

Plans for achieving a purpose, assessing progress, and revising actions when group communication and functioning breaks down.

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY

DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 1:

Analyze conditions in families, communities, and the global society that influence human growth and development.

Grade 9

Performance Indicator:

Describes how social change affects development of personal values.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

Benchmark 2:

Analyze ways individuals cope with multiple, often conflicting, roles in society.

Grade 9

Performance Indicator:

Describes the relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates an understanding of environmental influences on one's behavior.

Benchmark 4:

Demonstrate knowledge of basic procedures for maintenance of safe and healthful personal and family lifestyle.

Grade 9

Performance Indicator:

Describes factors that determine lifestyles (e.g., socio-economic status, culture, values, occupational choices, work habits).

Grade 10

Performance Indicator:

Describes the potential effect of different career patterns on family relationships and lifestyles.

Benchmark 5:

Analyze the roles and responsibilities of communities in strengthening the well-being of individuals and families.

Grade 9

Performance Indicator:

No appropriate grade level indicator.

Grade 10

Performance Indicator:

Identifies agencies or institutions in the community that provide information or support to families.

The Be Real Game

Unit Three: Exploring the Future

Session Six: A New Beginning

Summary: Facilitators, students, parents/guardians, and/or mentors come together and share the accomplishments that the students have achieved in participating in *The Be Real Game* program.

Learning Objectives:

1. Students will be able to demonstrate their ability to understand, engage in, and begin to manage their personal career-building process.

Activities:

1. Welcome guests.
2. Present a brief overview of the program.
3. Review the career exploration journeys.
4. Receive Certificates of Completion
5. Visit with guests.

Hawaii Career and Life Skills Standards

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9

Performance Indicator:

Identifies and summarizes personal interests, abilities, and skills.

Grade 10

Performance Indicator:

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 1:

THINKING AND REASONING: Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.

Grade 9

Performance Indicator:

Identifies changes to own thinking resulting from reading or receiving new information.

Lists steps to solve a problem.

Grade 10

Performance Indicator:

Presents ideas responsibly and ethically.

Reflects on and identifies changes to own thinking as a result of reading, new information, or experiences.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9

Performance Indicator:

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10

Performance Indicator:

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9**Performance Indicator:**

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10**Performance Indicator:**

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 7:

MANAGING RESOURCES: Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task.

Grade 9**Performance Indicator:**

Meets new situations with resourcefulness.

Participates in an assigned project and contributes to:
identifying objectives, scheduling of tasks and responsibilities, identification of resources needed,
allocation of resources, monitoring and assessing progress, and completion of evaluation

Grade 10**Performance Indicator:**

Serves as a leader in a class project:
identifies objectives; schedules tasks and responsibilities; identifies resources needed; allocates resources; monitors and assesses progress; and completes evaluation.

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9

Performance Indicator:

Helps another student in completing a task or in learning a skill.

Grade 10

Performance Indicator:

Assists a student with a process or skill utilizing his/her interest.

Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.

Benchmark 1:

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies.

Grade 9

Performance Indicator:

Presents ideas responsibly and ethically.

Demonstrates the group process and norms governing participation.

Demonstrates the value of cooperation in the achievement of a goal for common good.

Grade 10

Performance Indicator:

Plans for achieving a purpose, assessing progress, and revising actions when group communication and functioning breaks down.

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 1:

Analyze conditions in families, communities, and the global society that influence human growth and development.

Grade 9

Performance Indicator:

Describes how social change affects development of personal values.

Grade 10

Performance Indicator:

Identifies personal-social values and explains how they influence one's relations with others.

Benchmark 3:

Evaluate the impact of parenting roles and responsibilities in strengthening the well-being of individuals and families.

Grade 9

Performance Indicator:

Describes how developmental changes affect physical and mental health.

Develops individual/family money management plan.

Grade 10

Performance Indicator:

Describes the effect of emotional and physical health on career decisions.

Discusses responsibilities for commitment to relationships including parenthood.

The Be Real Game

[illegible]

The Be Real Game

[illegible]

The Be Real Game

[illegible]

Career and Life Skills

9-10

Standard 1: TECHNOLOGICAL LITERACY—Students develop the knowledge, skills, and attitudes to design, modify, use, and apply technology; become technological problem-solvers; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.

Benchmark 1:

NATURE OF TECHNOLOGY: Demonstrate the multidimensional impacts of technology, including economic, political, social, and environmental.

Grade 9

Performance Indicator:

Describes situations where technologies have had effects other than those intended by their designer.

Grade 10

Performance Indicator:

Identifies alternatives, risks, costs, and benefits as things to consider when introducing new technologies or curtailing existing ones.

Demonstrates, by citing examples, an understanding that technology cannot always provide successful solutions for problems or fulfill every human need.

Benchmark 2:

USE OF TECHNOLOGY: Demonstrate the ability to select, operate, maintain, troubleshoot, and dispose of technological devices in the context of a career (e.g., use the tools of accounting in a real or simulated business environment).

Grade 9

Performance Indicator:

Selects a technological device prevalent in a career or occupation of choice.

Grade 10

Performance Indicator:

Compares different technological devices used in a career or occupation of choice.

Demonstrates the use of a technological device in the career/occupation.

Benchmark 3:

USE OF TECHNOLOGY: Develop a multimedia presentation which may include text, graphics, and sound.

Grade 9**Performance Indicator:**

Reports on the use of a technological device, in a career, using multimedia production technology.

Grade 10**Performance Indicator:**

Reports on the technological devices used in a career or occupation, using multimedia production technology.

Benchmark 4:

USE OF TECHNOLOGY: Present an argument for the ethical use of a particular technology citing examples of consequences of unethical use and benefits of ethical use.

Grade 9**Performance Indicator:**

Identifies situations that exemplify the ethical and unethical uses of a technological device.

Grade 10**Performance Indicator:**

Explains situations that exemplify the ethical and unethical uses of a technological device.

Benchmark 5:

DESIGN: Design a structure, product, service, or system in response to an identified need.

Grade 9**Performance Indicator:**

Examines an identified need and describes a product or service that was created to meet that need.

Grade 10**Performance Indicator:**

Analyzes an identified need in terms of causes and effects.

Benchmark 6:

DESIGN: Design, implement, and utilize technologies to manipulate natural systems to provide sustainable natural resources for societal needs.

Grade 9**Performance Indicator:**

Designs and produces a simple device to capture or channel energy/movement in the environment.

Grade 10**Performance Indicator:**

Designs and develops a product relating to the use of a natural system that reduces the cause/effect of an identified need and reports on:

steps in the analysis, design, and production process; criteria for evaluating alternatives (materials, methods, structure, etc.) evaluation of the product;

recommendations for improvement

Standard 2: CAREER AND LIFE PLANNING—Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

Benchmark 1:

SELF-AWARENESS Interpret personal profile, career inventory, and other sources of information about individual interests and skills.

Grade 9**Performance Indicator:**

Identifies and summarizes personal interests, abilities, and skills.

Grade 10**Performance Indicator:**

Demonstrates an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Benchmark 2:

SELF-AWARENESS: Evaluate potential career choices in relation to personal interests, strengths, and values.

Grade 9**Performance Indicator:**

Researches possible career choices in relation to personal interests, strengths, and values.

Grade 10**Performance Indicator:**

Demonstrates the ability to narrow career choices according to personal interests, strengths, and values.

Benchmark 3:

CAREER PREPARATION: Select and complete activities and sequences of courses that develop essential skills and knowledge for a selected career area.

Grade 9**Performance Indicator:**

Demonstrates skills and behaviors necessary for a successful job interview.

Demonstrates skills in preparing a résumé and completing job applications.

Grade 10**Performance Indicator:**

Reviews and modifies his/her educational plan as needed annually (course selection and related activities).

Benchmark 4:

CAREER PREPARATION: Demonstrate the skills needed to prepare for, seek, obtain, maintain, advance in, and change jobs.

Grade 9**Performance Indicator:**

Demonstrate skills to locate, interpret, and use information about occupational opportunities.

Demonstrates skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).

Grade 10**Performance Indicator:**

Practices habits of mind as they relate to life and work, e.g., creating, imagining, innovating, taking responsible risks, remaining open to continuous learning.

Benchmark 5:

CAREER/LIFE PLANNING: Write, evaluate, and revise a career plan consistent with occupational interests, aptitudes, and abilities.

Grade 9**Performance Indicator:**

Writes a career plan consistent with his/her occupational interests, aptitudes, and abilities.

Grade 10**Performance Indicator:**

Develops individual career plan, updating earlier plans and including tentative decisions to be implemented after high school.

Benchmark 6:

CAREER/LIFE PLANNING: Keep and develop a career portfolio.

Grade 9**Performance Indicator:**

Develops a career portfolio. (Check 12th grade criteria.)

Grade 10**Performance Indicator:**

Reviews and improves career portfolio. (Check 12th grade criteria.)

Standard 3: SKILLS FOR LIFE AND WORK— Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

Benchmark 1:

THINKING AND REASONING: Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.

Grade 9**Performance Indicator:**

Identifies changes to own thinking resulting from reading or receiving new information.

Lists steps to solve a problem.

Grade 10**Performance Indicator:**

Presents ideas responsibly and ethically.

Reflects on and identifies changes to own thinking as a result of reading, new information, or experiences.

Benchmark 2:

THINKING AND REASONING: Analyze and evaluate various perspectives, interpretations, and theories for clarity, accuracy, logic, and significance.

Grade 9**Performance Indicator:**

Takes responsibility for ideas communicated.

Demonstrates personal strategies for problem solving.

Grade 10**Performance Indicator:**

Analyzes materials independently and applies knowledge learned to solve a problem.

Benchmark 3:

THINKING AND REASONING: Use efficient learning techniques to acquire and apply new knowledge and skills.

Grade 9**Performance Indicator:**

Applies criteria, such as scope, accuracy, authority, and most current information in selecting specialized reference materials or information.

Grade 10**Performance Indicator:**

Uses research techniques and a variety of resources to complete a report or a project with appropriate materials and information.

Benchmark 4:

PERSONAL QUALITIES: Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self.

Grade 9**Performance Indicator:**

Describes and appreciates personal interests, abilities, and skills.

Demonstrates the ability to use peer feedback for improvement.

Demonstrates a positive relationship between personal behavior and self-concept.

Grade 10**Performance Indicator:**

Demonstrates how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrates skills to overcome self-defeating behaviors.

Benchmark 5:

PERSONAL QUALITIES: Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.

Grade 9**Performance Indicator:**

Exhibits the ability to trust, accept, adjust, compromise, and work together with and for others.

Demonstrates social skills with peers and adults.

Grade 10**Performance Indicator:**

Extends one's interests, experiences, and relationships outside the immediate peer group.

Displays tolerance for others who have a different opinion.

Benchmark 6:

PERSONAL QUALITIES: Assess self accurately, set personal goals, monitor progress, and exhibit self-control.

Grade 9**Performance Indicator:**

Develops criteria for self-assessment.

Grade 10**Performance Indicator:**

Evaluates progress and makes changes to meet goals.

Benchmark 7:

MANAGING RESOURCES: Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task.

Grade 9**Performance Indicator:**

Meets new situations with resourcefulness.

Participates in an assigned project and contributes to:
identifying objectives, scheduling of tasks and responsibilities, identification of resources needed,
allocation of resources, monitoring and assessing progress, and completion of evaluation

Grade 10**Performance Indicator:**

Serves as a leader in a class project:
identifies objectives; schedules tasks and responsibilities; identifies resources needed; allocates resources; monitors and assesses progress; and completes evaluation.

Benchmark 8:

INTERPERSONAL SKILLS: Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator).

Grade 9**Performance Indicator:**

Demonstrates personal behavior that recognizes human worth and dignity in relating to others.

Serves as a member of a team and assumes varied roles on that team.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Serves as a member of a team, assuming varied roles toward the successful completion of the activity/task.

Benchmark 9:

INTERPERSONAL SKILLS: Teach others a process, strategy, or skill.

Grade 9**Performance Indicator:**

Helps another student in completing a task or in learning a skill.

Grade 10**Performance Indicator:**

Assists a student with a process or skill utilizing his/her interest.

Benchmark 10:

MANAGING INFORMATION: Use computers and a variety of other resources to acquire and evaluate, organize and maintain, interpret and communicate information.

Grade 9**Performance Indicator:**

Selects a topic for study and uses computer technology to gather information and report findings.

Grade 10**Performance Indicator:**

Demonstrates inquiry skills by applying them in data gathering from the Internet.

Benchmark 11:

MANAGING INFORMATION: Communicate thoughts, ideas, information, and messages in writing; create documents, such as letters, directions, manuals, reports, graphs, technical drawings, and flowcharts.

Grade 9**Performance Indicator:**

Demonstrates competence in the use of application software.

Grade 10**Performance Indicator:**

Uses technology to gather information and to display and disseminate reports on the information gathered.

Benchmark 12:

NATURE AND OPERATION OF SYSTEMS: Examine how systems are usually linked to other systems, both internally and externally, and can contain as well as operate as sub-systems.

Grade 9**Performance Indicator:**

Describes a set of systems that are linked and work together in a career area of interest.

(Note: Any of the career pathways or occupational areas therein may be selected.)

Grade 10**Performance Indicator:**

Describes the embedded technology, within larger technological, social, and environmental systems.

Benchmark 13:

NATURE AND OPERATION OF SYSTEMS: Utilize systems analysis to understand how something works or improve something.

Grade 9**Performance Indicator:**

Demonstrates an understanding that complex systems have layers of controls.

(Note: Complex systems that are part of the student's current program of study or career interest area should be suggested.)

Grade 10**Performance Indicator:**

Reviews and discusses system operations.

Benchmark 14:

NATURE AND OPERATION OF SYSTEMS: Design a complex system with elements and procedures that help reduce system failure (e.g., performance testing, over design, redundancy, more controls).

Grade 9**Performance Indicator:**

Applies understanding of design principles and systems analysis to design a complex new system or improve an old one.

Grade 10**Performance Indicator:**

Analyzes effectiveness of system components.

Utilizes procedures for system checks against performance expectations.

Standard 4: STRUCTURE OF ORGANIZATION AND WORK—Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.

Benchmark 1:

LEADERSHIP AND MANAGEMENT: Show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies.

Grade 9**Performance Indicator:**

Presents ideas responsibly and ethically.

Demonstrates the group process and norms governing participation.

Demonstrates the value of cooperation in the achievement of a goal for common good.

Grade 10**Performance Indicator:**

Plans for achieving a purpose, assessing progress, and revising actions when group communication and functioning breaks down.

Benchmark 2:

LEADERSHIP AND MANAGEMENT: Organize, implement, and evaluate management structures that may include: planning and evaluation systems, capital and human resource systems, financial systems, production systems, and marketing and distribution systems.

Grade 9

Performance Indicator:

No appropriate grade level indicator.

Grade 10

Performance Indicator:

Explains systems necessary for carrying out a group project.

Benchmark 3:

STRUCTURE OF ORGANIZATIONS: Plot the organizational structure of a local business, including the different operations, and describe how organizational structure affects operations

Grade 9

Performance Indicator:

Identifies all aspects that are common to any enterprise to include: planning, management, finance, technology systems, labor and community issues, technical and academic skills

Grade 10

Performance Indicator:

Compares and contrasts the organizational structure of a local business and a department or division of government.

Benchmark 4:

STRUCTURE OF ORGANIZATIONS: Analyze, evaluate, and address organizational outgrowths, such as ethical issues, labor issues, regulatory issues, safety issues, and environmental issues.

Grade 9

Performance Indicator:

No appropriate grade level indicator.

Grade 10

Performance Indicator:

No appropriate grade level indicator

Standard 5: INDIVIDUAL, FAMILY, AND COMMUNITY

DEVELOPMENT—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.

Benchmark 1:

Analyze conditions in families, communities, and the global society that influence human growth and development.

Grade 9**Performance Indicator:**

Describes how social change affects development of personal values.

Grade 10**Performance Indicator:**

Identifies personal-social values and explains how they influence one's relations with others.

Benchmark 2:

Analyze ways individuals cope with multiple, often conflicting, roles in society.

Grade 9**Performance Indicator:**

Describes the relationship between personal behavior and self-concept.

Grade 10**Performance Indicator:**

Demonstrates an understanding of environmental influences on one's behavior.

Benchmark 3:

Evaluate the impact of parenting roles and responsibilities in strengthening the well-being of individuals and families.

Grade 9**Performance Indicator:**

Describes how developmental changes affect physical and mental health.

Develops individual/family money management plan.

Grade 10**Performance Indicator:**

Describes the effect of emotional and physical health on career decisions.

Discusses responsibilities for commitment to relationships including parenthood.

Benchmark 4:

Demonstrate knowledge of basic procedures for maintenance of safe and healthful personal and family lifestyle.

Grade 9**Performance Indicator:**

Describes factors that determine lifestyles (e.g., socio-economic status, culture, values, occupational choices, work habits).

Grade 10**Performance Indicator:**

Describes the potential effect of different career patterns on family relationships and lifestyles.

Benchmark 5:

Analyze the roles and responsibilities of communities in strengthening the well-being of individuals and families.

Grade 9**Performance Indicator:**

No appropriate grade level indicator.

Grade 10**Performance Indicator:**

Identifies agencies or institutions in the community that provide information or support to families.